


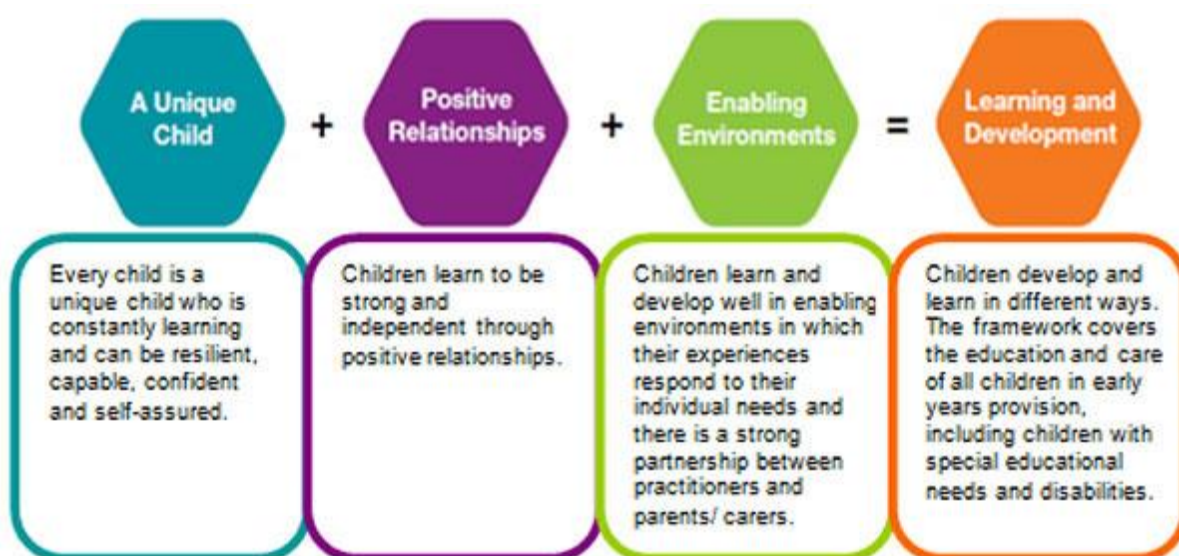
EYFS Policy

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Bowsland Green EYFS Policy

‘Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.’ Early Years Foundation Stage

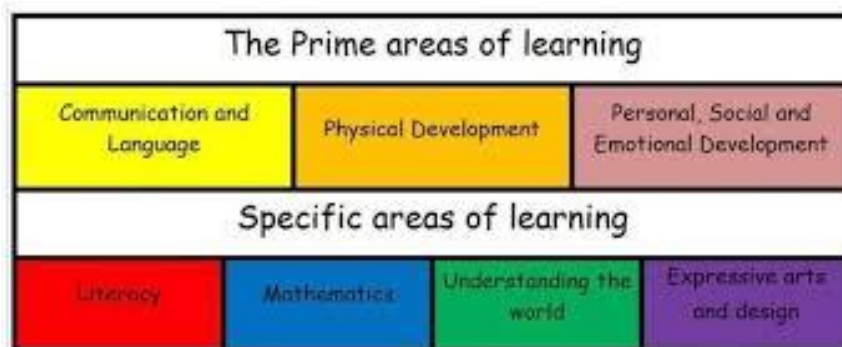
The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. The EYFS is based upon four principles: the unique child, positive relationships, enabling environments and learning and development.



Our Early Year’s curriculum is based on the ‘Statutory Framework for the EYFS’ (2021). We assess the children on entry using RBA (Reception Baseline Assessment) and build on the progress made in the children’s previous setting. The curriculum is broken down into seven areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Communication and Language
- Understanding the world
- Expressive art and design

There are three prime areas which are Personal Social Emotional Development, Communication and Language, and Physical Development. There are four specific areas of Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.



Learning through play

‘Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.’ Early Years Foundation Stage

At Bowsland Green Primary School we do not make the distinction between work and play, and use a model of Continuous Provision. We support children’s learning through facilitated and planned play activities in the indoor and outdoor environment. Adults support and promote the children’s learning, working alongside them through child initiated play and through planned focus activities.

Aims

We provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and academically to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates. In reception we develop a ‘reasoning for all’ culture. The children do not just learn facts but, through the environment we create we empower children to question, debate and justify their thoughts and opinions. Everybody’s ideas are valued and every child has a voice.

We aim to:

- Provide an enabling environment that is: safe, challenging, stimulating, nurturing and sensitive to the needs of the child, including children with additional needs.
- Provide a broad and balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in KS1 and beyond.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self-confidence.
- Develop a classroom culture for Talk; empowering them with effective communication skills that allows them to question the world around them. This is promoted through the

use of 'Stand and Deliver' 'My turn, your turn' 'Turn to your partner', Sentence stems etc...

- Work in partnership with parents/carers and value their contributions.
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.
- Monitor and track the children's progress and take action to provide support and challenge as has been identified.

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We aim to provide a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for inside and outside; children have the freedom to move between the inside and outside classroom. The learning environment is divided into a variety of different learning areas. Children are encouraged to become independent learners and take some responsibility for their own lines of enquiry and investigation and accessing resources independently. Behaviour for Learning forms an integral part of the provision, using our school PART-E value characters to engage children and develop a language of learning. Our proud wall and recognition wall are strategies from the Better Behaviours project to support positive behaviour management. Through the programme Jigsaw, delivered once a week, children develop their emotional literacy, self-regulation of behaviour, social skills and spiritual development. Our environment and continuous provision is well planned and evolves over the year to reflect the level of skill, age and learning needs within our cohort as they develop through the year.

Admission and Induction Procedures

Prospective parents can visit the school before admission at one of the school's New Intake Sessions. They are also welcome to make a private visit with a member of the Senior Leadership Team. Parents who accept a place in Reception are invited to a welcome meeting when the Head Teacher and EYFS team give information about the setting.

During this meeting information packs are handed out. Parents and carers can visit their new classrooms and meet members of the EYFS teaching team. The current process for admissions into Reception is that all children will be eligible to start school full time, regardless of their birth date, from September of the academic year they turn 5 years old. Entry of children into school is arranged in a transition period of 'Discovery Day' sessions during Term 6, when they are invited to attend activities in the school with their parents and carers. The children will then attend two weeks of shorter session at the start of the school year in September, before starting school at full time hours from the third week of the academic school year.

Liaison with first educators (Parents and Pre-school settings)

A Home Visit is made for all children starting Reception. Two staff members visit the child and parents at home. This is an opportunity to meet the child in their own environment and engage in some simple 'getting to know you' play activities. Parents provide information about the child's likes, dislikes, any concerns and their developmental milestones. Information from the Home Visit is used to help plan the transition process and first few weeks in school. We have close links with local nurseries. Staff liaise with the child's Key Person from their previous settings, as appropriate, to support transition.

Safeguarding and Child Protection (See school Child Protection, Safeguarding, Complaints, Food and Medicines policies)

Training

All staff within the Early Years are aware of, and follow the school policies for child protection and safeguarding. All staff receive annual updates on safeguarding and being alert to the signs of abuse. Senior Leaders are further qualified according to requirements. It is the responsibility of the Governing Body and the Head Teacher to ensure that all employees are aware of their responsibility to report any allegation or possible concern of a child protection nature. Failure to report may (a) put a child at risk and (b) imply a breach of the employee's contractual duty. Staff must be aware of this procedure, understand their responsibilities and know where in the school a copy of the procedure is to be found.

First Aid and Food Safety

Within school, there are designated members of staff with Paediatric First Aid and Food Safety Certificates. These are reviewed annually.

Administering medicines

School has a policy for administering medicines in school for managing health conditions. Staff within the Early Years are aware of, and follow this policy.

Pupil Premium and Early Years Pupil Premium

(See school Pupil Premium policy and PP and EYPP Grant Expenditure Documents)

The 'Pupil Premium' grant is funding provided to help schools support specific groups of children who may be in danger of making less progress than others. Its aim is to 'close the gap' between how well children from low income and other disadvantaged families do compared to their peers. How much pupil premium funding a school receives is determined by the number of children.

1. Eligible for free school meals (FSM)
2. Parents who serve in the armed forces
3. In local authority care.

Targeted enhancements and support are run by a Pupil Premium Lead, according to funding and need. The impact of pupil premium activities across the school is incorporated in detailed analysis of pupil achievement, undertaken regularly and is reported to school governors.

Inclusion

We value all our children as individuals at Bowsland, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

Assessment and record keeping

(See school assessment policy)

Observations and assessments are an integral part of teaching as they inform future planning for each child's development. A baseline judgement is made in the first half term of the children starting, this is based on observations of individuals and staff knowledge of the children and completing the RBA. An online platform is used to record observations of children's learning, using teacher comments, pupil quotes, photographs and videos. These are used to assess and evidence children's progress. Data is collected each full term in all areas and are recorded on 'SIMs'— supporting evidence is kept in Tapestry profiles, literacy books and maths floor books. Judgements using Ages and Stages from Development Matters are made for the child's achievements against the seventeen areas of the EYFS curriculum and with a good understanding of child development. Pupil Progress Meetings are carried out with the Headteacher, Assessment Lead and SENCO to review individual progress and initiate action, through classroom practice and enhancements. Teachers undertake 'in house' and Connect for Learning group moderation to ensure judgements are accurate. Phonics assessments are also carried out and tracked by the Phonics Leader.

Parental partnership

EYFS staff work hard to build positive relationships with parents and carers where we create a shared vision and work in partnership to support their child's learning. Parents are acknowledged as the child's primary educator. There are opportunities for parents to chat informally with practitioners' at the beginning and end of each day. Regular observations are uploaded onto our online platform to share the children's learning experiences and progress with parents. Parents also receive termly newsletters. The school website is updated regularly to show information, activities and learning ideas. From Term 2, parents are invited to weekly 'Stay and Learn' sessions and weekly phonics workshops. There are two formal parents' evenings for staff to meet with parents and discuss children's learning and progress.

Complaints

We take all queries and complaints seriously and will follow the school Complaints Policy, available on the school website or in the school office. Please speak to your child's teacher first.

Staff Development

All EYFS staff attend INSET and courses to further their professional development. Training needs are identified through the school improvement plan and performance management. Staff are supportive of each other and share ideas and resource, continually striving to provide the very best for your young learners.

Transition

By the end of the year we ensure that children are ready for the challenges of Year 1 by equipping them with the foundation of skills needed to be independent, confident and resourceful learners. In the final term children have opportunities to work with children in Key Stage 1, through activities such as, outdoor learning and active-enquiry based learning. During Term 6 the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.